

**Building Toward  
the Twenty-first Century**





### The pitirre

is the symbol of ASPIRA. A small tropical bird found in Puerto Rico, the *pitirre* is known for its agility and rapid flight and for its ability to out-smart, tire, and defeat much larger birds.

ASPIRA believes that the *pitirre* is a fitting symbol for young Latinos. Aspirantes gain the confidence of the *pitirre* by acquiring knowledge and developing their leadership skills. They then can face and overcome seemingly overwhelming odds to become productive adults, returning to their communities the benefits of their skills and leadership abilities.

The symbol of the *pitirre* reinforces ASPIRA's belief that even the smallest and seemingly most powerless can take control of their lives and produce change.

**The ASPIRA Association, Inc.** is the only national Latino organization dedicated exclusively to promoting youth leadership and education. Through its Associate ASPIRA organizations and national demonstration projects, it provides a host of leadership development and education programs for Puerto Rican and other Latino youth. ASPIRA takes its name from the Spanish verb *aspirar*, which means "to aspire to something greater." It is a forceful reminder to Latino youth that they can change their lives if they work hard and strive for a goal. These Aspirantes—those who aspire to a brighter future—are the hope of the Latino community.

The ASPIRA Association, Inc. is a not-for-profit Latino youth leadership development organization incorporated under Section 501(c)(3) of the Internal Revenue Code. It is a voluntary association of community-based, nonprofit organizations sharing the ASPIRA name, mission, and goals. State offices, called ASPIRA

Associates and Affiliates, are separately incorporated in six states and Puerto Rico. They are:

- ASPIRA of Connecticut, Inc.
- ASPIRA of Florida, Inc.
- ASPIRA, Inc. of Illinois
- ASPIRA, Inc. of New Jersey
- ASPIRA, Inc. of Pennsylvania
- ASPIRA, Inc. de Puerto Rico.

The ASPIRA Association, Inc. has its National Office in Washington, D.C. and is governed by a National Board of Directors.

This report covers the activities of the ASPIRA National Office for the Fiscal Year ending June 30, 1994, but to maintain continuity covers services offered throughout calendar year 1994.

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1994 Annual Report

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ASPIRA Association, Inc.  
National Office

**Building Toward  
the Twenty-first Century**

## **A Message from the Chairperson of the National Board of Directors and the National Executive Director of the ASPIRA Association, Inc.**



Jaime R. Santana, Esq.  
Chairperson of the  
National Board of  
Directors

**T**he year 1994 meant a transition for ASPIRA to new leadership. In our first year as chairperson and director of this thirty-three year old organization, we have begun the work to build ASPIRA into an organization that can stand as a bulwark and a beacon into the 21st century.

Thanks to the work of so many thousands in our community over the years, ASPIRA rests on a rock-solid foundation. We must now build on this foundation to take ASPIRA into a new age, to grow as we reach out to the thousands of youth who need us. The new challenges our young people will face as we approach the new century mean we must also challenge ourselves and move into a new age. Like the time-tested, strong casas of our parents and grandparents, we are adding an extra room for the newcomers, strengthening our roof to withstand any torrents, and redesigning the porch so we can better see the future.

As one of the most prominent national Latino organizations, ASPIRA

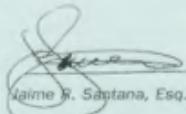
has the responsibility to be a national leader in advocating for policies that remove barriers to the education and advancement of our youth. Advocacy—making sure the Latino voice is heard and protecting gains we have made over three decades of struggle—becomes increasingly critical in the nation's changing political climate. Throughout 1994, we worked to become an even stronger voice for the Latino community, ensuring that Latinos are represented and help shape the decisions that affect us. One of our best tools to project this voice is unity of the Latino community, its organizations and its leadership. Throughout the year we expanded our collaborations with other minority and especially Latino organizations and spearheaded a voice for Latino unity like never before.

Over the years, ASPIRA has developed a unique process and an array of educational and leadership development models. We have learned much from these initiatives that we

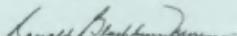
can share with others so they can replicate our successes and multiply their impact. During 1994, we placed special emphasis on researching our own program outcomes. We significantly strengthened our capacity to collect the data necessary for a national dissemination campaign to spread our program models to others so all can benefit.

Strengthening of the ASPIRA Association—providing enhanced assistance to our local offices serving thousands of young people—is a major part of building for the upcoming century. In 1994, we placed special emphasis on work to enable our Associate offices to be more effective voices in their communities, to expand their services to our youth, and to develop new national models. A strengthened financial base, enhanced communication, technology for the 21st century, and efforts to bring the Association more closely together, all contributed to the strengthening of our organizational infrastructure.

This is the future we envision as ASPIRA grows into the new millennium. We are a strong organization with a proud tradition. Each of the over 17,000 young people we work with is an example of what can happen with commitment to our youth and our community, faith in their enormous potential, and a strong will to produce change. We are sincerely grateful for the opportunity we have to serve our community and be part of its future.



Jaime R. Santana, Esq.



Ronald Blackburn-Moreno



Ronald Blackburn-Moreno  
National Executive  
Director

## Reaffirming the Blueprint: The ASPIRA Mission

*"I have more confidence in myself now. I learned that if you really want to do something, you can do it if you try hard."*

Jocelyn Luna, Aspirante, Illinois Participant  
ASPIRA Public Policy Leadership Program



Aspirantes and  
National Interns: Wilson  
Hernández, Joshua  
Cortés, and Hugo  
Andrade.

**A**SPIRA's overarching mission has been constant for thirty-three years: to empower the Latino community through the education and leadership development of its youth. ASPIRA's mission leads directly to an organizational focus on investment in young people.

Since its founding in 1961, ASPIRA has looked at Latino youth and seen boundless potential. We see the leaders waiting to spring up and move themselves and their community forward. ASPIRA works with youth to develop this potential—to nurture it, to eliminate the barriers to opportunity so we can produce educated, committed leaders.

The ASPIRA model helps and encourages young people to achieve their dreams and contribute their skills and dedication to the fullest development of communities in the United States and Puerto Rico. The

hope inherent in the ASPIRA mission addresses the educational needs of young people from a positive perspective of caring and confidence in their potential. It unites pride in one's culture with the drive to succeed.

Over the decades, we have helped over a quarter of a million Latino youth to reach their potential, through our three-pronged process that teaches them to become aware of their current situation, to analyze its consequences, and to take action for change. We are exceedingly proud of the forceful array of committed Puerto Ricans we have helped to develop over the years. Most mainland Puerto Rican leaders were inspired and encouraged by ASPIRA during their adolescence. Our Aspirantes are now professionals, policy makers, educators, and community leaders at all levels. ■

## Laying the Groundwork: A Vision for Growth

The ASPIRA National Office works to strengthen the entire Association by enhancing program delivery and organizational impact. In 1994, the Association molded its vision for the future into three key areas:

- To serve as a voice for the ASPIRA Association as the preeminent national Latino organization serving youth through education and leadership development
- To develop national model programs in collaboration with the Associates
- To document and distribute these models to communities across the nation
- To advocate for the improvement of education for Puerto Rican and other Latino youth at the national level
- To collaborate with other national organizations and promote a unified voice for Hispanics as the fastest growing segment of the population
- To help develop the capacity of Associates to be advocates for Latino youth before local and state governments
- To serve as the center of a strong network and focal point for Association activities by enhancing coordination and communications among all Associates
- To provide assistance and support to the ASPIRA Associates in all areas of their development, including programs, funding, and management

### National Visibility

### National Impact

### Organizational Strength

## Reinforcing the Foundation: Service to our Community

*"Role models are extremely important. There is an urgent need for Latino professionals to come forward and assume the responsibilities of being role models for kids today. Someone who's been there would be the ideal individual to tell these kids that they can make it in our present society. These individuals need to identify themselves to kids who are desperately seeking to look up to someone."*

Jaime R. Santana, Esq.  
Aspirante, Illinois Chair  
ASPIRA National Board

**A**SPIRA's calling is community development. With a full-time staff of over 300, the ASPIRA Associate offices provided leadership development and educational services to more than 17,000 Latino youth last year. In addition, its intensive community involvement programs reached thousands of parents in ten cities. Volunteers, over 1,000 in 1994, are vital contributors to these efforts, expanding ASPIRA's outreach across the community and making every scarce dollar count.

By tapping into the resources of their communities, each Associate office operates a host of local programs specific to their region. All have in common, though, ASPIRA's commitment to leadership development and education.

To enhance this local work, the ASPIRA National Office performs sev-

eral distinct functions to increase opportunities for Latino youth. The National Office:

- supports the local ASPIRA Associates through planning, training, technical assistance and development;
- advocates for national policies that provide opportunities for Puerto Rican/Latino youth and families;
- maintains a broad national partnership network with the federal government and national organizations;
- conducts research and distributes data and analyses through the ASPIRA Institute for Policy Research;
- develops educational intervention models that work in the Latino community, and
- disseminates ASPIRA's successes.

The National Office coordinates several national programs developing out of local needs that are common to all ASPIRA Associate offices. National programs encompass three areas:

- Youth Leadership and Community Service
- Educational Access and Careers
- Community Mobilization for Educational Excellence ☐

Around the country, Aspirantes provide thousands of hours of volunteer service through local, student-run ASPIRA Clubs, the backbone of ASPIRA's work. Through these youth clubs, over 5,000 Aspirantes each year develop leadership and academic skills, learn to work together, study the needs of their communities, and act to address those needs. In addition, several specific national programs build on this core of youth leadership and service. They include:

#### **ASPIRA Public Policy Leadership Program (APPLP)**

*"I developed skills for leadership, commitment, and lots of responsibility."*

Geraldine Franco, Aspirante  
Illinois Participant  
ASPIRA Public Policy  
Leadership Program

With major support through 1995 from the **Ford Foundation** and the **Toyota USA Foundation**, the ASPIRA

Public Policy Leadership Program is a three-pronged, year-round effort to help prepare promising young Latinos to become involved in public policy. It aims to produce leaders who can affect policy at all levels of government for the well-being of the communities they represent.

The APPLP has three components:

- Leadership Seminars for fifteen weeks under the guidance of local leadership facilitators,
- Community Service Internships for eight weeks with local mentors, leading to a final group Community Service Project, and
- National Internships for five weeks in Washington, D.C. during the summer for outstanding participants.

#### **Youth Leadership and Community Service**



National Interns of the 1994 ASPIRA Public Policy Leadership Program pose at their graduation.

APPLP keynote speaker  
Dr. Eugene Garcia with  
his intern, Amanda  
Ramos, and Amanda  
Marrero, OBEMLA.



### Leadership Seminars and Community Service Internships

During the winter of 1994, 94 students in six sites participated in Leadership Seminars. They learned and practiced such skills as issue analysis, public speaking, debate, group facilitation, and working in a team. In the spring, 93 students continued into Community Service Internships, spending forty hours with local role models holding policy-making positions. Their varied placements included the offices of Roberto Rexach Benitez, President of the Senate of Puerto Rico, Chicago City Treasurer Miriam Santos, U.S. Congressman Luis Gutiérrez, and Philadelphia City Councilmember Angel Ortiz.

### National Internships

During the summer, 15 participants were selected as **Toyota Fellows** to come to Washington for National Internships funded by the **Toyota USA Foundation**. The APPLP supplemented internships with presentations by national leaders, visits to policymaking bodies, and workshops to strengthen the interns' knowledge of policymaking. A highlight of the summer was attending a White House briefing by Latino members of the Executive Office staff. The

internships culminated in August with a graduation ceremony in the Cannon House Office Building featuring Dr. Eugene Garcia, Director of the Office of Bilingual Education and Minority Languages Affairs at the U.S. Department of Education. During the ceremony, Wilson Hernández from Chicago, Illinois was chosen as the first recipient of the Miranda Foundation's Outstanding National Intern scholarship.

Each year, ASPIRA sees participants in the Public Policy Leadership Program use their new-found skills and confidence to take on leadership positions in ASPIRA and in the community. The annual survey of ten years of APPLP alumni showed that of respondents:

- 90% have graduated from high school, with 76% of these graduates enrolled in college;
- 97% are involved in school or community activities;
- 76% hold or have held office in the groups with which they were involved;
- four APPLP alumni are serving as volunteers giving a year of service in the new ASPIRA/AmeriCorps program.

## ASPIRA Public Policy Leadership Program National Interns and Mentors, 1994

The Honorable Henry G. Cisneros,  
U.S. Secretary of Housing and Urban Development      Nohemi Florida and Myriam Guadalupe, Puerto Rico

Adriana Corrao, Director for School Improvement Programs  
U.S. Department of Education      Rosaura Hernández, Pennsylvania

Roberto Esparza, Office of Equal Opportunity, Federal Deposit Insurance Corporation      Allen Pérez, Puerto Rico

Dr. Eugene García, Director, Office of Bilingual Education and Minority Languages Affairs  
U.S. Department of Education      Amanda Ramos, Illinois

The Honorable Luis Gutiérrez,  
U.S. Representative      Jorge González, Illinois

Dr. Leticia Martínez, Program Coordinator, Office of HIV/AIDS  
Education, American Red Cross      Myriam Guadalupe, Puerto Rico

The Honorable Robert Menéndez  
U.S. Representative      Agustín López, New Jersey

José Ortiz Diaz, Senior Vice President  
The Jefferson Group      Daisy Seda, Puerto Rico

The Honorable Major Owens  
U.S. Representative      Letasha Brown, New York

The Honorable Federico Peña  
U.S. Secretary of Transportation      Hugo Andrade, New Jersey

Alma Rojas Esparza, Associate Director,  
The National Network of Runaway and Youth Services      Joshua Cortés, Pennsylvania

Charles Rivera, Director of Public Affairs  
U.S. Commission on Civil Rights      David Rodríguez, Puerto Rico

Jo Ann Schneider, Public Affairs Officer, Protocol and Special Events, NASA      Wilson Hernández, Illinois

Elvira Valenzuela Crocker, President  
MANA, A National Latina Organization      Alicia Pichinio, Florida

The Honorable Nydia Velázquez, U.S. Representative      Joan Vera, New York



Douglas West of Toyota Motor Sales, USA  
speaks at the National Interns at the graduation ceremony



ASPIRA/AmeriCorps  
members in New  
Jersey perform both  
cultural and educational  
activities.



## ASPIRA/AmeriCorps Community Service Program

Not all bows down to what does AmeriCorps. Even the heavens may be moved to the needs of the people of Newark and especially for our young people.

—Iriga Montero  
New Jersey ASPIRA  
AmeriCorps Member

ASPIRA's history of community service was recognized when it received one of the first national direct AmeriCorps community service grants—the only national direct implementation grant to a Latino organization. AmeriCorps, launched by President Clinton in September 1994, enables corps members to give a year in service to needy communities in exchange for a small stipend and an educational award of \$5,000. Under ASPIRA/AmeriCorps, thirty-seven corps members were recruited to work full time with ASPIRA offices in Bridgeport, Newark, and Philadelphia. ASPIRA chose to focus the work of the corps members on education.

In addition, ASPIRA of New York received a separate AmeriCorps grant funded through the State of New York for their Project Safe & Sound. Seventy corps members work on domestic violence issues through this program, bringing the

total AmeriCorps membership in ASPIRA to over 100 full-time members.

Throughout the fall, the national ASPIRA/AmeriCorps staff trained local staff and corps members. By December, the members had received more than 130 hours of training and education and had provided close to 12,000 hours of direct service to more than 350 middle and high school students. ASPIRA established partnerships with twelve schools and forty-two other community organizations and AmeriCorps programs. Collaboration with other community groups enabled AmeriCorps to involve over 425 non-AmeriCorps volunteers in service activities, thus providing over 2,000 hours of additional community service.

In the national program's first three months, ASPIRA/AmeriCorps education teams developed after school tutoring programs at each school. Public safety teams organized after school workshops and enrichment activities focusing on crime and violence prevention.

ASPIRA's national AmeriCorps program has benefited from the assign-

ment by the Corporation for National and Community Service of a full-time AmeriCorps Leader who provided direct support and training to corps members. ■

### **Everett Public Service Internships**

The Everett Public Service Internship Program, funded by the **Everett Foundation**, again enabled ASPIRA to place college student interns in the National Office in the summer of 1994. Three hundred colleges and universities were informed of the positions, yielding five highly qualified volunteers from a pool of over 100. These interns

- tracked legislation and informed the community of key issues in education and human services
- researched and wrote a widely-distributed Issue Brief on school flexibility,
- revised a school-community collaborative resource manual
- tracked site evaluations for middle school dropout prevention programs at ASPIRA sites, and
- reviewed curriculum materials to attract minority women into math and science. ■

### **ASPIRA Alumni Association**

*"Former Aspirantes are an untapped source of moral and financial support for our young people and the organization."*

Digna Sánchez Aspirante, N.Y.  
Chair of the ASPIRA of  
New York Alumni Association

In December of 1992, the **AT&T Foundation** awarded a two-year grant to begin the initial implementation of an ASPIRA Alumni Association. A pilot project was established in New York, site of the original ASPIRA office. ASPIRA of New York held an official launching reception in November 1993.

Throughout 1994 ASPIRA of New York moved forward in the development of the Association. A 16-member steering committee provided leadership to initiate recruitment and membership drives, plan local alumni events, and maintain a database of alumni contacts. A print radio, and television campaign in English and Spanish alerted the Hispanic community throughout the region to the newly-forming Association. In December 1994, a networking reception gave alumni the opportunity to renew old ties.

ASP RA/AmeriCorps member Jennifer Tesa works with an AmeriCorps member from another agency to develop a community garden in inner-city Bridgeport.



An ASP RA Alumni Association Implementation Manual was produced by the National Office as a how-to guide for developing an alumni association. The ASP RA National Board of Directors reviewed this manual at the leadership retreat in February 1995 and agreed to pursue full implementation of a national association.

### Youth Leadership and Community Service National Collaborative Efforts

Staff from the Public Policy Leadership Program (APPLP) participated in the Hispanic Leadership Opportunities Program (HLOP) network linking the seven Latino organizations receiving leadership funds from The Ford Foundation. The HLOP coordinated with LatinoNet, an online computer network for the Latino community reached through América Online, to provide information on leadership development to the network. ASP RA is now a principal partner in LatinoNet. ASP RA has shared ideas and information with HLOP members such as the Congressional Hispanic Caucus Institute and the LULAC National Educational Service Centers, both of which also have

national internship programs in Washington, D.C. APPLP staff also collaborated with Public Allies, The National Center for Careers in Public Life.

ASPIRA also received technical assistance in funding diversification for over one year from the **National Society of Fund Raising Executives**.

ASP RA/AmeriCorps staff collaborated with three national organizations to provide training to their local staff and corps members. The National Association of Partners in Education provided members with national training in service learning. The National Institute for Citizen Education in the Law (NICE) and the National Crime Prevention Council (NCPC) collaborated in national and on-site training of members to use their Teens, Crime and Community Conflict Resolution curriculum. NCPC also helped states to develop their summer public safety programs. ■

Programs in this area address the need to make youth aware of their career options and introduce them to mentors who guide them on the desired career path. In 1994, national programs and activities included:

#### **ASPIRA National Health Careers Program**

*I am very proud to be an Aspirante. Aspirante is a program that helps us learn about new opportunities. Through the use of a computerized screening process that helps in determining whether extracted cells are benign or malignant.*

*Dr. Jhena A. Alvarez  
New York Aspirante  
Staff Pathologist at  
Good Hope Samaritan Hospital.*

The ASPIRA Health Careers Program was founded in 1970 to address the need for medical and health care professionals who are culturally sensitive and linguistically competent. The program works to:

- increase the number of Hispanic youth who enter and graduate from health professions schools and allied health programs; and
- encourage these new health professionals to return to their communities and contribute their skills to improving health conditions.

#### **The U.S. Department of Health and Human Services, Bureau of Health Professions, Health Careers**

**Opportunity Program**, has supported the program since 1975—in its first nineteen years, ASPIRA has helped 1024 minority students to enter a health-related school or program.

During 1994, health careers activities and services were offered to 545 minority high school seniors, college students, and graduate school students. One hundred eighteen students were helped to transition from high school to college. Thirty six students in the ASPIRA Health Careers Program successfully applied to health professions schools and twenty-nine of them were accepted.

To strengthen local counseling efforts and expand the impact of the program to other communities, the National Office updated the Health Careers Program implementation Manual and also produced three publications: *Facing the Facts: A Review of Hispanic Health Data 1994*, the *ASPIRA Study Skills Inventory*, and a *Financial Aid Resource Guide for Students Interested in the Health Professions*.

#### **Educational Access and Careers**

Hilda Crespo (third from right) of ASP RA participates in a meeting with Assistant Secretary for Civil Rights, Norma Cantu on Hispanic health and science recruitment.



### **ASPIRA Mathematics and Science Initiative (ASPIRA MAS Academy)**

Latinos continue to be severely underrepresented in pre-college math and science courses that would prepare them for entering college and pursuing careers in mathematics, science, and engineering. The ASPIRA Mathematics and Science Academy (MAS) brings together the resources of colleges and universities, science and technology centers, and community groups to build extracurricular academic and social support for students. In addition to tutoring, counseling, field trips and summer enrichment programs, the Academy allows students and their families to have first hand experience with math and science activities and meet Latinos working in the field.

The ASPIRA MAS Academy, piloted by ASPIRA of Illinois, served one hundred middle school students in 1994. In addition to classroom work, students participated in field trips to the Illinois Institute of Technology, Crown Hall College, the Access 2000 Conference and the Museum of Science and Technology.

The National Office documented the MAS model and has recently released a MAS Implementation Manual for the program that will be distributed for replication to community-based organizations. During the first year of a three-year grant from the Carnegie Corporation of New York, ASPIRA worked with the Center for Talent Development at Northwestern University School of Education and Social Policy to conduct a comprehensive evaluation of the program.

### **Informal Mathematics and Science Study**

ASP RA received a grant from the National Science Foundation to conduct a study on the impact of informal science education programs on Latino middle school youth. After surveying forty-eight such programs around the country during 1994, results were published early in 1995 as the *Informal Science Education Survey*. Findings suggest that collaboration is one of the strongest points of informal science education. However, very few programs make efforts to include Latinos in their program design, either by preparing bilingual materials or including Hispanic

scientific contributions in their information. Few programs use technology or address national or state standards in the development of materials.

### **Educational Access and Careers National Collaborative Efforts**

ASPIRA staff worked with the Women's Bureau of the U.S. Department of Labor to develop strategies to increase women's access to management positions, including increasing the participation

of young girls and women in math and science careers. In 1994, ASPIRA staff participated in a national survey on working women and presented at a national conference given by the Women's Bureau.

ASPIRA worked with the American Association for the Advancement of Science (AAAS) on the Set Quest program. ASPIRA offices in Connecticut, Illinois, and Puerto Rico are participating in piloting the AAAS math and science video materials for parents and youth. ■

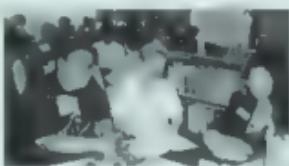
In 1992, ASPIRA launched the Community Mobilization for Educational Excellence (COMEX) campaign, a full complement of programs to forge new relationships between Latino families, their communities, and local educators. COMEX programs include:

### **Teachers, Organizations, and Parents for Students (TOPS) Partnership Project**

ASPIRA TOPS was developed as a new response to extensive research that confirms the benefits of involving mentors and parents to help mid-

dle school youth stay in school. Each student in TOPS is at the center of an education partnership consisting of a teacher, a parent, and a counselor. With counseling assistance, the student decides his or her goals for a given school year, and each adult team member develops an action plan to help the student achieve these goals. School mentors and parents follow up on the students' achievement of their goals and identify resources in the community to help students meet their objective.

### **Community Mobilization for Educational Excellence**



ASPIRA TOPS parents in Puerto Rico discuss how to help their children succeed.



ASPIRA of Puerto Rico  
TOPS students, par-  
ents, and staff meet  
with Myrna Braganty, far  
left, of the ASPRA  
National Office.

With grants from the U.S. Department of Education School Dropout Demonstration Assistance Program and the Borden Foundation, Inc., ASPRA operated TOPS projects in nine cities through June 1994. ASPRA Associate sites in Miami, Florida, Carolina, Puerto Rico, and Chicago, Illinois joined with middle school sites in El Paso and Corpus Christi, Texas. Four other sites were collaborative efforts with the Hogg Foundation for Mental Health's "Schools of the Future" middle schools located in San Antonio, Houston, Austin, and Dallas, Texas. By the end of the program year, there were 144 TOPS parent/teacher/student teams with 404 total participants.

The program continued in the fall at ASPRA of Florida and ASPIRA of Puerto Rico through a four-year research project funded by the U.S. Department of Education. Twenty TOPS teams in Florida and twenty-five in Puerto Rico were evaluated to study the impact of the TOPS model on student performance and attitudes of team members. When the evaluation is completed in 1995, other organizations can use the find-

ings to replicate the TOPS model in their own sites.

The National Office laid the groundwork for dissemination of the TOPS model by producing several publications, including a bilingual Program Implementation Manual for sites, *TOPS Link*, a newsletter for ASPRA Associates, and the *TOPS Bulletin* of helpful tips for parents and teachers that is sent to all who are interested in the TOPS model of dropout prevention. Staff also prepared and distributed two bilingual issues of *News from ASPIRA TOPS*, a newsletter uniting the diverse TOPS sites with contributions from students, parents, and program coordinators.

### **Hispanic Opportunities through Parent Educational Support (High HOPES) Program**

With a grant from the **Philip Morris Companies**, ASPRA established resource centers in New York and Illinois to provide direct outreach to parents of high school-age students so they can better support their children's postsecondary academic choices. The centers distributed information in English and Spanish to

parents on a variety of college preparation issues. These included academic preparation, admissions testing, school selection, the admissions process, finance planning, and financial aid opportunities. Financial forms and other materials provided by post-secondary institutions were also available.

### **ASPIRA Parents for Educational Excellence (APEX)**

*"Children can learn. Schools can be effective. Parents and communities are key parts of this movement. We need for parents to be part of the movement for change in our schools!"*

Yolanda Tabares, Pennsylvania APEX parent participant

With major support from the **DeWitt Wallace-Reader's Digest Fund**, the APEX program trains parents to better help their children to promote better schools, and to mobilize other parents. It fosters the self-confidence that parents need to become advocates for their children's future.

In July 1994, 153 parents graduated from APEX's intensive training program in ASPRA of Illinois and ASPRA of Pennsylvania. During the fall, Associates recruited 150 parents who began a training process

Parents from ASPIRA of Illinois graduate from the 1994 APEX program



that will culminate in their graduation in summer of 1995.

The APEX model uses a "train the trainers" format, in which parent graduates from year one of the program return to train the following year's parent advocates. Eighteen of the first-year parent graduates worked with ASPRA staff to train the 1994 graduates. In turn, twenty of the second-year graduates participated in training the 1995 class. In this way, the circle of trained and committed Latino parent advocates continues expanding. The success of the program was shown late in 1994 when the John D. and Catherine T. MacArthur Foundation awarded a grant to ASPIRA of Illinois to expand the APEX program in Chicago.

APEX established a national Advisory Committee composed of

parents, distinguished educators and researchers to evaluate the program and look for ways to improve program services. Recommendations from the Advisory Committee and a staff development meeting held in Chicago in December 1994 led to revision of APEX's two program implementation publications. The *APEX Workshop Series Manual and Organizing and Working with Parent Groups: A Manual for APEX Facilitators*, in both Spanish and English will be distributed widely during 1995.

#### **COMEX National Collaborative Efforts**

ASPIRA, as a member of the National Coalition for Parent Involvement in Education, is working with the U.S. Secretary of Education on the Family Involvement

Partnership for Learning. The partnership, announced by Secretary Riley in September 1994, seeks to launch a grassroots movement across the country to promote and support family involvement in learning. As a partner, ASPIRA is working through its associates and networks to support strong families and strong schools.

ASPIRA and the National PTA are collaborating on a Spanish version of the video "The Busy Parents Guide," by organizing focus groups with APEX parents and facilitators. ASPIRA has also entered into an agreement with the University of Wisconsin at Madison to be a partner in their family involvement program for Puerto Rican and other Latino parents of children with disabilities. ■



ASPIRA APEX parents discuss school issues with Illinois coordinator Noreida Alvarez, center.

## Opening the Windows: Advocacy for Reform

The ASPIRA Institute for Policy Research was established in 1985 with core funding from the **Anheuser-Busch Companies** and the **DeWitt Wallace/Reader's Digest Endowment Fund**. The institute conducts policy analysis on issues affecting the Puerto Rican and greater Latino community and distributes the results to the community through reports, pilot projects, electronic networks, and collaborations with other organizations. Additional support was received during 1994 from the **National Education Association**.

### **Creating Awareness**

ASPIRA's policy work continued to expand in the past year, and we are recognized as a major player in the Hispanic education arena. ASPIRA's policy staff:

- monitored and took action to shape the many education initiatives debated in Congress this year
- collaborated with the Congressional Hispanic Caucus on a major revision of elementary/secondary education policy
- advised the leadership of ASPIRA and of the other national

Hispanic organizations on education issues through chairmanship of the National Hispanic Leadership Agenda and the Hispanic Education Coalition, and

- developed new mechanisms to systematically inform local Latino communities of federal policy issues

A monthly "Memo to Associates" entered its second year of keeping the ASPIRA leadership informed of national advocacy issues and potential sources of federal funding. This summary is now disseminated to community leaders and policy makers outside the ASPIRA circle, answering the need for current education information with a Latino focus.

Specific activities in 1994 included

- in March the national office set up two days of meetings between Congressional representatives, administration officials and Executive Directors of the ASPIRA Associate offices
- Throughout 1993 and 1994 ASPIRA worked closely with the Hispanic Education Coalition which it co-chaired, and the Congressional Hispanic Caucus

### **The ASPIRA Institute for Policy Research**



Ronald Blackburn  
Moreno meets  
President Bill Clinton

to successfully promote amendments to the largest federal public education legislation, the Elementary and Secondary Education Act (ESEA). After a year of coordinated grassroots and federal advocacy work, most of the amendments were included in the bill signed by President Clinton on October 20.

- When a new Executive Order on Educational Excellence for Hispanic Americans was signed by President Clinton on Feb. 22, 1994, ASPIRA was one of the organizations whose efforts were singled out by the President in his speech. ASPIRA staff consulted regularly with the initiative's Executive Director, and in September were invited to present their testimony before the Commission.
- ASPIRA and other Hispanic organizations worked hard to block the many amendments to legislation denying education services to immigrants or eliminating bilingual education. Producing alerts and fact sheets, ASPIRA utilized its growing grassroots network to keep local advocates informed of breaking events. No anti-immigrant education legislation passed the 1994 Congress.
- The Goals 2000: Educate America Act, signed by the President in March 1994, including provisions promoted by ASPIRA and other Latino groups, as did the reauthorized Head Start Act.
- ASPIRA joined with other national Latino organizations to register its support for more flexible education options in the administration's proposed welfare reform initiative, as well as the continued provision of services to disabled and elderly legal immigrants.
- ASPIRA led the effort to develop a national Puerto Rican agenda for education in the Bonjuca First Campaign, a collaborative effort to mobilize Puerto Rican leadership at the local, state and national levels in defense of

increased opportunities for Puerto Ricans

- ASP RA advocated throughout the year for Latino appointments to federal positions, especially through chairmanship of the National Hispanic Leadership Agenda (NHLA). In particular, ASP RA supported former ASPRA Board member Judge José Cabranes for the U.S. Supreme Court and later the U.S. Court of Appeals.
- ASPRA continued to work in a national coalition of civil rights advocates meeting with the Department of Education Office of Civil Rights to recommend improvements to the Department's enforcement of civil rights for Latino immigrant and limited-English proficient students.
- ASPRA's new director met with most members of the Congressional Hispanic Caucus to update them on ASPRA's work.

- Legislators from states ASP RA works in or who sit on education committees received a continuous stream of publications and news of the Association's work.

Legislative advocacy is carried out according to regulations governing 501(c)(3) tax-exempt organizations and is, of course, always non-partisan. ■



Ronald Blackburn-Moreno and other members of the National Hispanic Leadership Agenda discuss Hispanic federal appointments with former Secretary of Agriculture Mike Espy.

### Testimonies/Presentations

"Financing Higher Education: The Impact of National Service and the National Budget," by Elizabeth Weiser Ramirez at the Quality Education for Minorities Network biannual meeting, January 1994.

"Teachers, Organizations, and Parents for Students: An ASPIRA Model for Latino Middle School Students," by Oscar Zuniga-Montero at the National Dropout Prevention Conference (March 1994).

"Teachers, Organizations, and Parents for Students: An ASPIRA Model for Latino Middle School Students," by Oscar Zuniga-Montero at the International Roundtable of the Center on Families, Communities, Schools, and Children's Learning, American Education Research Association National Conference (April 1994).

"Increasing Family and Community Support for At-Risk Adolescents through Goal-Driven Teams," by Lor Connors, TOPS consultant at the American Education Research Association National Conference (April 1994).

"ASPIRA Leadership Through Education," by Grant Vitale to the CloseUp Foundation New Americans participants, May 1994.

"The ASPIRA Association," by Hilda Crespo to the Capital Area Latino Coalition, May 1994.

"The Latino Federal Education Agenda," presentation by Elizabeth Weiser Ramirez to LULAC National Educational Service Centers, June 1994.

"Coalition-building Among Hispanic Advocates," panel presentation by Elizabeth Weiser Ramirez to Hispanic Association of Colleges and Universities Interns, July 1994.

"Priorities for Hispanic Educational Excellence," testimony by Ronald Blackburn-Moreno before the President's Commission on Educational Excellence for Hispanic Americans (September 1994).

"Increasing Involvement of Community-Based Organizations," by Hilda Crespo to the National Council of Education Opportunity Associations, September 1994.

"Mathematics and Science Education in the Latino Community," by Ronald Blackburn-Moreno to the National Oceanic and Atmospheric Administration (September 1994).

"ASPIRA's Mathematics and Science Program," by Hilda Crespo to the American Association for the Advancement of Science Forum on School Science September 1994.

"Health Care Service Delivery," by Hilda Crespo to the Georgetown University Public Policy Conference (September 1994).

"The ASPIRA Association," by Grant Vitale to the National Transportation Safety Board, October 1994.

"Keeping our Children in Schools," by Elizabeth Weiser Ramirez at the National Puerto Rican Coalition annual conference, October 1994.

"Health and Education Issues of Puerto Rican Women," by Hilda Crespo at the Boricua First Nations Leadership Summit, November 1994.

"Latinas Making the Health Connection with Education," by Hilda Crespo at the National Conference of Puerto Rican Women annual conference (November 1994).

"Mathematics and Science Education in the Latino Community," by Ronald Blackburn-Moreno to the Department of Education Minority Institution Science Improvement Program Directors (November 1994).

"Postsecondary Education of Hispanics," by Ronald Blackburn-Moreno to the Latino Youth Conference, The American University (December 1994). ■

REPORT OF THE  
MATERIALS AND PROGRAMS  
COMMITTEE  
FOR THE 1990-1991  
REGULAR SESSION

## Reporting Results

A broad range of nearly 500 media contacts received notice of ASPRA's activities and publications enhancing ASPRA's recognition as a national voice for Latino education issues.

Press coverage included staff interviews by the *New York Times*,

*Washington Post*, CNN Radio, Univision and Telemundo national television networks, *The Hispanic Link Weekly Report* and the *National Hispanic Reporter*. ASPRA's National Executive Director was a guest on the nationally distributed *Buenas Noches America* radio program, as well as the weekly television program of Congressional Representatives Ileana Ros-Lehtinen and Lincoln Diaz-Balart.

In addition, ASPRA's programs were highlighted in several media outlets:

- WLS-Chicago aired a half-hour video entitled, "Aspiring Leaders," which followed APPLE students from Chicago to Washington



- the DeWitt Wallace Reader's Digest Annual Report included a feature on the APEX program
- *Apple Pie* magazine discussed the High HOPES parent guides for college-going students,
- *Middle Years* magazine published an article on the TOPS program and
- the Center for Substance Abuse Prevention's Community Partnership Training Packet included a reprint of the ASPRA publication, "Facing the Facts Hispanics in the United States 1990"



## PUBLICATIONS

ASPIRA News, Vol. 7, No. 3, Vol. 8, No. 1  
 Elizabeth Weiser Ramirez, editor

ASPIRA Study Skills Inventory: Hilda Crespo and Nadine Cid

The ASPIRA Story: 2nd printing, Jill Rice and Elizabeth Weiser Ramirez

Facing the Facts: A Review of Hispanic Health Data 1994: Hilda Crespo and Nadine Cid

Facing the Facts: Hispanic Youth and Violence, Migue Bonilla and Elizabeth Weiser Ramirez

Facing the Facts: The State of Hispanic Education, 1994, Elizabeth Weiser Ramirez and Kim Linde

Financial Aid Resource Guide for Students Interested in the Health Professions, Hilda Crespo and Nadine Cid

Informal Mathematics and Science Survey: Hilda Crespo and Luis A. Martinez-Perez

School Flexibility or School Failure? Melissa Chabran and Elizabeth Weiser Ramirez

School-to-Work: Opportunity or Barrier? Christina Mireles and Elizabeth Weiser Ramirez

TOPS Bulletin, Vol. 1, No. 1, Oscar Zuñiga Montero, editor

"Toward a Puerto Rican Education Agenda" Elizabeth Weiser Ramirez

Staff also produced and distributed five documents to over 2,000 policy makers, educators, and community leaders around the country: three fact sheets on Hispanic education, health, and violence, and two issue briefs on school-to-work transition initiatives and school flexibility issues. Their publications have been in great demand, and are also included in the Educational Resources Information Center (ERIC) and the National Clearinghouse for Bilingual Education.

Finally, the ASPIRA Institute for Policy Research continued to publicize the accomplishments of the entire Association through the publication of its quarterly newsletter, ASPIRA News. Each issue of the newsletter reached an average 4,200 local and national policy makers, educators, Hispanic professionals, corporate leaders, and media representatives. ■

## Assembling the Team: Collaborative Efforts

**A**SPIRA has been involved in the following collaborative efforts with other organizations interested in promoting opportunities for the Latino community. ASPIRA has a reputation among national organizations as a hard-working team player. Some of its major collaborative efforts include the following:

The National Hispanic Leadership Agenda (NHLA) is a nonpartisan coalition of major Hispanic organizations and prominent individuals throughout the United States. Its 50-member board unites most major populations of geographic areas and a range of political opinions and concerns. ASPIRA's leadership in collaborative advocacy was demonstrated in 1994 as the NHLA board chose ASPIRA's new National Executive Director, Ronald Blackburn-Moreno, to replace its former director, Janice Petrovich as the Chairperson of the NHLA. In this capacity, he met

with the Secretaries of Agriculture, Commerce, State, and Energy to discuss high-level appointments of Hispanics to the Administration. The NHLA issued another in its series of Report Cards documenting the rate of such appointments. It also issued a Voting Record of all Members of Congress just before the November election. As Chair, Blackburn-Moreno answered the many press inquiries resulting from the two documents. After the elections, the NHLA advocated strongly to maintain funding for the Congressional Hispanic Caucus. ■

The Hispanic Association on Corporate Responsibility (HACR) is a coalition of seven national Latino organizations, including ASPIRA, which seeks to enhance the relationships between corporations and the Latino community. HACR meets with

the officers of Fortune 500 companies to negotiate agreements to increase opportunities for Hispanics with the company and improve its relationship with the Latino community. Blackburn-Moreno was elected Secretary of the Board. ■

### National Hispanic Leadership Agenda

### Hispanic Association for Corporate Responsibility



U.S. Representative Luis Gutiérrez speaks at the Boricua First Leadership Summit while other Puerto Rican leaders look on.

## Hispanic Education Coalition

ASPIRA co-chaired the Hispanic Education Coalition of major national Latino organizations in Washington D.C. and around the country that jointly promotes legislative and administrative initiatives for Latino youth. In 1994, the Coalition joined with the Congressional Hispanic Caucus to promote successfully the inclusion of amendments to the Elementary and Secondary Education Act (ESEA). The Coalition also

worked to ensure that ESEA regulations reflected these changes, prepared a resolution promoting service to language minority families that were included in the Head Start Act, lobbied strongly against anti-immigrant proposals in a variety of bills, and worked with the Clinton Administration throughout the year on the White House Initiative on Educational Excellence for Hispanic Americans. ■

## Boricua First Campaign

ASPIRA is a member of the Steering Committee and Treasurer of this campaign to mobilize Puerto Rican leadership at the local, state, and national levels in defense of increased opportunities for Puerto Ricans. Boricua First organized a national Leadership Summit in November 1994, bringing key community leaders together in Washington D.C. to develop a national agenda. ASPIRA organized the education panel for the Summit. Seven panelists, including

Congressman José Serrano, Puerto Rican Undersecretary of Education Dr. Ana Piñero, Hostos Community College President Dr. Isaura Santago Santago, ASPIRA Board Chairman Jaime Santana, and Aspirante Nahri G.I. testified before representatives of Puerto Rican organizations from around the country. The entire group then discussed the elements of an agenda, which ASPIRA is currently completing as the Campaign moves toward a Puerto Rican Affirmation Day in 1996. ■

## National Hispanic Leadership Committee for Health and Science Recruitment

ASPIRA co-chairs this coalition that addresses education policy issues related to mathematics and science education for Latino youth. In 1994 the Committee met with Assistant

Secretary for Civil Rights Norma Cantu, and also presented testimony before the President's Commission on Educational Excellence for Hispanic Americans. ■

## **Other Collaborative Efforts**

ASPIRA strengthened and expanded its collaborative advocacy efforts and served on boards and advisory committees of the following organizations:

American Association for the Advancement of Science  
American Association of University Women  
American Chemical Society  
American Council for the Arts  
Bol Multicultural High School  
Buenos dias  
Cap tal Area Latino Coalition  
Center for Law and Education  
Center on Families, Communities, Schools and Children's Learning  
Challenge Center  
The College Board  
Computer Curriculum Corporation  
Congressional Hispanic Caucus Institute  
CDSSMHO  
Cuban American National Council  
Educational Testing Service  
Hispanic Association of Colleges and Universities  
Hispanic Chamber of Commerce  
Hispanic Corporate Council  
Hispanic Heritage Awards  
Hispanic Secretariat on Math, Science and Technology Education  
Howard University  
The Independent Sector  
InterAmerican College of Physicians and Surgeons  
JAMA  
Latino Council on Alcohol and Tobacco  
League of United Latin American Citizens  
Library of Congress  
Maryland Public Television  
Mid-Atlantic Equity Center

National Association of Minorities in Engineering  
National Cancer Institute  
National Center for Fair & Open Testing  
National Coalition of Advocates for Students  
National Coalition for Parent Involvement in Education  
National Council of Educational Opportunity  
Asian Americans  
National Council of La Raza  
National Forum  
National Hispanic Leadership Agenda  
National Institute on Drug Abuse  
National Puerto Rican Coalition  
National Puerto Rican Forum  
National Science Foundation  
National Urban League  
Northwestern University  
Panos Institute  
Public Allies: The National Center for Careers in Public Life  
Quality Education for Minorities Network  
Sigma Delta Pi  
Soroptimist International  
Time Warner Inc  
U.S. Department of Education: OSE Office of Education Research and Improvement  
OSE Office of Bilingual Education and Minority Languages Assistance  
JSODE Office of Postsecondary Education Assistance  
U.S. Department of Health and Human Services: USHHS Advisory Committee on Women's Career Day  
USHHS Head Start Program  
USHHS Office of Disadvantaged Assistance: Health Careers Opportunity Program  
USHHS Office of Minority Health  
USHHS Office of Substance Abuse Prevention  
U.S. Department of Labor: Women's Bureau  
WGEBH T+ 

## Strengthening the Internal Framework: Capacity Building

**A**n important function of the ASPRA National Office is to build the capacity of the ASPIRA Association to advance the organization's mission and address the needs of the communities ASPRA serves. ASPIRA Associates benefit from workshops, conferences, and

direct technical assistance to enhance the effectiveness of their programs, develop their management and financial infrastructure, provide fund-raising information and access, enhance media and government relations, and produce informative publications. ■

### The ASPIRA/Educational Testing Service Collaborative

One of the most significant efforts to strengthen the ASPRA framework involves the partnership with the Educational Testing Service laid out in the eight-year collaborative agreement reached by the two organizations in 1989. ETS works with ASPRA to develop products and services to increase the effectiveness of both organizations to fulfill shared commitments to educational equity and access for Puerto Rican/Latino students.

In 1994, ETS

- was host to the successful ASPIRA/ETS four-day workshop entitled "Increasing Access to Postsecondary Education," for thirty-five new ASPRA program counselors

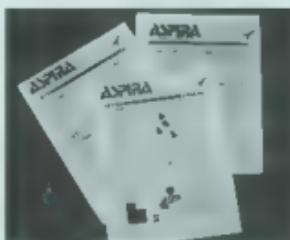
- provided educational materials to the Association, and
- reprinted *The ASPIRA Story*, a history of ASPIRA's first thirty years, which ASPRA distributes to alumni and other interested friends.

ETS' new President, Nancy Cole, enthusiastically endorsed this collaboration and has agreed to convene the newly reconstituted ASPIRA Corporate Advisory Council, a role that her predecessor, Dr. Greg Anrig, had previously filled. ■

Other capacity-building assistance from the National Office to the Associates in 1994 included

- fundraising for Associate and Affiliate offices which in the past year transferred over \$1 000 000 from the national to the local offices
- securing in-kind donations including conference space for meetings from ETS, science education materials from the Magic School Bus, and substance abuse prevention curricula from the National Institute on Drug Abuse Prevention
- developing ASPRA-Net, the national ASPRA electronic bulletin board, to enhance national and local communication and allow Associates to receive updated information simultaneously at their desks
- providing continuous on-call technical assistance for program development and improvement, government relations, and marketing assistance
- providing on-site program and fundraising assistance to all ASPRA offices for national programs,
- training staff on-site through workshops on all national programs,
- meeting with Congressional representatives to discuss Associates' programs and policy concerns
- producing a monthly "Memo to Associates" on federal policy issues
- distributing weekly information on funding opportunities,
- developing and distributing brochures and articles on ASPRA's programs and services in response to hundreds of annual inquiries,
- disseminating information on Associates to contacts nationwide through the newsletter, and
- responding to inquiries from communities interested in developing ASPRA locally. ■

## Other Capacity-Building Efforts



The ASPIRA News  
a quarterly newsletter  
reaches over 4 000  
readers

## Technology

ASPIRA has made substantial improvements in its computer technology to increase the efficiency and effectiveness of its programs and to enhance communications. New technology (computers, software, telecommunications) has resulted in significant increases in staff productivity. New information management systems enable the office to better track programmatic outcomes and evaluate best practices for future dissemination.

The National Office has begun to develop relational databases to document program successes by rating

specific program expenses to outcomes. These databases can be models for other organizations and even funding agencies. Piloted with the ASPIRA/AmeriCorps program, relational databases will be incorporated into all national programs as part of the emphasis on evaluation and documentation.

Technology has also increased the effectiveness with which the National Office can communicate with a large audience. Broadcast fax capabilities, for example, allow it to alert community members, media, or policy makers of fast breaking issues. ■

## Building Toward the Future: Strategic Planning

"ASPIRA has a solid foundation on which to grow to meet the challenges ahead. In the time to come we will be working even more closely with our Associates to further empower them to be effective voices in their communities, to expand their services to our youth, and to develop new national models."

*Ronald Blackburn-Moreno  
National Executive Director*

For the past eight years, ASPIRA's leadership has embarked on a series of yearly strategic planning activities designed to assess the changing needs of Latino youth and parents, strengthen our Boards of Directors, clarify the interrelations of the National and Associate offices, and chart the future course of our organization. Meetings and leadership retreats have achieved greater organizational cohesion and consensus around common goals. The 1994 leadership retreat, hosted by ETS, allowed ASPIRA directors to discuss initiatives for Association-wide development.

ASPIRA ended the fiscal year with a strong financial base, and the new National Executive Director set in motion several initiatives to improve the National Office's long-term development capacity. With assistance from the National Society of Fund Raising Executives, a strategic Development Plan was prepared to

guide the office's development efforts. The plan includes

- increasing involvement of the National Board of Directors
- enhancing the Corporate Advisory Council
- seeking grants for national demonstration projects
- expanding the number of corporate donors and
- maintaining the ASPIRA Endowment Fund

In addition, the Director conducted a proposal writing workshop to build the development capacity of the entire staff. Ongoing communications with funders kept donors apprised of ASPIRA's activities. Several new corporate donors were added to the long list of ASPIRA supporters to broaden ASPIRA's funding base. Continuing efforts to structure a Corporate Advisory Council are a key part of development efforts.

Arthur Andersen LLP, which has conducted the annual audit for several years, worked with ASPIRA to develop several other financial initiatives. They conducted an indirect costs study to determine the true amount contributed by the National Office to national programs. In consultation with the auditors, the National Office also significantly streamlined reimbursement of program funds to Associate offices. ■



## ASPIRA National Office Contributors

January 1, 1994 to December 31, 1994

**F**or their time, energy, and generous contributions, we thank each of our 1994 donors.

### over \$50,000

Carnegie Corporation of New York, Inc.  
Corporation for National and Community Service  
DeWitt Wallace/Readers Digest Fund  
The Ford Foundation  
U.S. Department of Education  
U.S. Department of Health and Human Services, Public Health Service, HCOP  
Bureau of Health Professions

### \$10,000 to \$49,999

Anheuser-Busch Companies, Inc.  
Coors Brewing Company  
Exxon Corporation  
Ford Motor Company  
J.C. Penney Company, Inc.  
National Science Foundation  
PepsiCo, Inc.  
Toyota USA Foundation  
The UPS Foundation  
The Xerox Foundation

### under \$10,000

Bristol Myers Squibb Foundation, Inc.  
Combined Federal Campaign  
Chrysler Corporation  
CPC International, Inc.  
The Henry Everett Foundation  
Hoechst Celanese Corporation  
IBM  
Miller Brewing Company  
National Education Association  
Pfizer, Inc.  
The Sam and Louise Campe Foundation, Inc.  
Sara Lee Foundation  
Texaco, Inc.  
The Travelers Foundation  
**Non-Monetary Supporters**  
Advocates for Youth  
American Association of Colleges of Podiatric Medicine

American Association of University Women

Education Foundation

American Red Cross

Anheuser-Busch Companies

Arthur Andersen & Co

Veronica B. Iglesias

Luis Cabán

Educational Testing Service

El Pregonero

The Hon. Luis Gutiérrez

Bill Harris

Hispanic Leadership Opportunity Program

Magic School Bus

Mexican American Bar Association

National Aeronautics and Space Administration

National Education Association

National Hispanic Corporate Council

National Science Foundation

José Ortiz-De

Monica Pachio

Panos Institute

Petersons

Philip Morris Companies

Ana Piñero

Maria Prinz

Puerto Rican Legal Defense and Education Fund

Suzanne Ramos

Luis Reyes

Osé, Anne Rivera

Carlos Romero-Barceló

Arecel Ruano

Maria Santiago Mercado

Saura Santiago Santiago

Scholastic, Inc.

The Hon. José Serrano

Steve Stevenson-Pérez

Time Warner Inc.

Jeffrey Watson

Suzanna Valdez

The Hon. Nydia Velázquez

WG&H Boston



Jesus Rangel of Anheuser-Busch Companies presents ASPIRA National Board of Directors Chairman Jaime R. Sánchez, Esq. with a \$10,000 contribution.

## ARTHUR ANDERSEN LLP

## REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Directors of  
ASPIRA Association, Inc., National Office

We have audited the accompanying balance sheets of ASPIRA Association, Inc., National Office (the "Association") as of June 30, 1994 and 1993, as restated (see Note 8), and the related statements of 1) support revenue, expenses and changes in fund balances, 2) cash flows, and 3) functional expenses for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of ASPIRA Association, Inc., National Office as of June 30, 1994 and 1993, and the results of its operations and its cash flows for the years then ended, in conformity with generally accepted accounting principles.

*Arthur Andersen LLP*

Washington, D.C.  
September 23, 1994

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## BALANCE SHEETS

AS OF JUNE 30, 1994 AND 1993

### ASSETS

	Unrestricted Fund	Restricted Fund	Totals	
			1994	1993
<b>CURRENT ASSETS</b>				
Cash and cash equivalents	\$ 493,251	\$	\$ 493,261	\$ 475,210
Investments	115,005	504,825	619,830	626,798
Receivables				
Federal government (Note 2)	—	82,333	82,333	77,934
Other receivables	8,098	4,841	12,939	—
Other	20,153	—	20,353	21,711
Total current assets	630,717	591,999	1,228,716	1,201,661
<b>PROPERTY AND EQUIPMENT</b>				
Furniture, equipment and household improvements	93,216		93,216	72,729
Less-Accumulated depreciation	(56,591)		(56,591)	(49,877)
Net property and equipment	36,625		36,625	22,852
Total assets	\$ 673,342	\$ 591,999	\$1,265,341	\$1,224,503

### LIABILITIES AND FUND BALANCES

LIA BILITIES				
Accounts payable and accrued expenses	\$ 27,361	\$	\$ 27,381	\$ 47,290
Lease payable	13,469		13,449	
Due between funds	567,450	(567,450)		
Deferred support and revenue (Note 2)		503,154	503,154	351,664
Due to Associates (Note 3)		127,585	127,585	218,027
Pass-through liability		23,885	23,885	18,567
Total liabilities	608,260	87,174	695,434	636,548
FUND BALANCES	85,082	504,825	590,907	588,955
Total liabilities and fund balances	\$ 673,342	\$ 591,999	\$1,265,341	\$1,224,503

The accompanying notes are an integral part of these balance sheets

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## STATEMENTS OF SUPPORT, REVENUE, EXPENSES AND CHANGES IN FUND BALANCES

FOR THE YEARS ENDED JUNE 30 1994 AND 1993

	Unrestricted Fund	Restricted Fund	Totals 1994	1993
<b>SUPPORT AND REVENUE</b>				
Contributions-				
Foundations and corporations	\$ 144,250	\$ 884,611	\$1,028,861	\$ 931,364
Federal government		457,981	457,981	483,002
Publications	5,958		5,958	1,383
Interest and other income	14,254	4,786	19,040	121,359
Total support and revenue	164,462	1,347,378	1,511,840	1,537,108
<b>EXPENSES</b> including \$199,794 and \$137,584 of allocated general and administrative costs				
Program services-				
Educator Access and Careers	56,463	434,829	491,292	463,992
Youth Leadership	18,180	350,375	366,555	323,677
Community Mobilization	36,658	504,174	540,832	510,811
Advocacy/Research	36,542	28,000	64,542	64,502
Total program services	145,843	1,317,378	1,463,221	1,362,982
General and administrative Note 7	-	30,000	30,000	
Fund-raising	37,887	-	37,887	102,156
Total expenses	183,510	1,347,378	1,530,888	1,465,140
<b>SUPPORT AND REVENUE LESS THAN IN EXCESS OF EXPENSES</b>				
	(19,048)	-	(19,048)	71,988
<b>FUND BALANCES beginning of year</b>				
	84,130	504,825	588,955	516,987
<b>FUND BALANCES end of year</b>				
	65,082	504,825	589,907	588,955

The accompanying notes are an integral part of these financial statements

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED JUNE 30 1994 AND 1993

	1994	1993
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Support and revenue less than in excess of expenses	\$ 19 048	\$ 71 968
Adjustments to reconcile support and revenue less than in excess of expenses to cash provided by operating activities		
Depreciation and amortization	6 714	6 105
Endowment loss income	6 966	67 923
Less on disposal of equipment	71	
Increase decrease in Federal government and other receivables	17 338	6 407
Decrease in other current assets	3 358	5 063
Decrease in accounts payable and accrued expenses	19 929	1 938
Increase in deferred support and revenue	151 490	48 284
Decrease increase in due to Associates	(90 442)	12 574
Increase in pass-through ability	5 318	
Total adjustments	44 117	69 226
Net cash provided by operating activities	25 089	141 194
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	7 038	112 159
Net cash used in investing activities	7 038	(12 159)
<b>NET INCREASE IN CASH</b>	<b>18 051</b>	<b>129 035</b>
CASH beginning of year	475 210	346 175
CASH end of year	\$493 261	\$475 210

**SUPPLEMENTAL DISCLOSURE:** During 1994, the Association acquired \$13,449 of equipment under a capital lease agreement.

The accompanying notes are an integral part of these financial statements

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## STATEMENTS OF FUNCTIONAL EXPENSES

FOR THE YEARS ENDED JUNE 30 1994 AND 1993

Education	Program Services				Support Services			Totals			
	Access		Community Mobilization	Advocacy/ Research	Total Program Services	General					
	and Careers	Youth Leadership				Adm istrative	Fund Raising				
Salaries and wages	\$112,082	\$ 85,970	\$132,553	\$ 31,280	\$ 361,885	\$ 47,652	\$ 20,812	\$ 430,149	\$ 402,860		
Fringe benefits	27,665	21,920	30,265	9,287	89,137	4,869	5,359	99,365	104,408		
Total personnel	139,747	107,890	162,818	40,567	451,022	52,521	25,871	529,514	507,268		
Consultant and contract services	5,650	12,014	7,353	140	25,157	47,910	—	73,067	99,292		
Office rent Note 6	11,954	16,149	31,185		59,298	26,716	—	88,014	87,629		
Telephone and postage	5,243	4,825	5,620	2,442	18,330	4,684	1,111	24,125	23,834		
Equipment rental and maintenance	2,558	1,368	4,235	2,360	10,521	1,991	1,185	13,877	18,130		
Depreciation and amortization Note 2		—	—	—	—	6,714	—	6,714	6,105		
Registrations	—	—	—	—	—	167	—	167	54		
Professional fees	—	—	—	—	—	26,385	—	26,385	10,500		
Supplies	2,450	1,252	3,067	1,138	7,897	1,503	655	10,055	10,662		
Rentance	—	1,119			1,119	2,837	—	3,956	5,355		
Board meetings	—	—				47,508	—	47,508	17,564		
Travel and meetings	9,599	27,963	14,555	2,142	54,259	3,129	2,771	60,159	67,103		
Printing and publications	2,503	8,802	11,460	5,634	28,199	940	343	29,482	30,449		
Materials and subscriptions	1,801	862	872	1,528	5,063	2,350	457	7,870	10,886		
Staff development		2,600			2,600	—	—	2,600	11,223		
Stipends		13,825			13,825	—	—	13,825	17,675		
Bank charges	—	106			106	438	—	545	561		
Federal subgrants to Associates (Note 1)	186,383		37,867		224,250	—	—	224,250	209,226		
Foundation and corporation subgrants to Associates											
Note 1)	58,061	119,230	189,684	—	366,975	—	—	366,975	331,634		
Total other expenses	286,212	209,915	306,088	15,384	817,599	177,273	6,502	1,001,374	957,872		
Total direct costs	425,959	317,805	468,905	55,951	1,268,821	229,794	32,473	1,530,888	1,465,140		
Indirect cost allocated	65,333	48,750	71,926	8,591	194,800	199,794	5,194	—	—		
Total costs	\$491,292	\$368,555	\$540,332	\$ 84,542	\$1,463,221	\$ 30,000	\$ 37,667	\$1,530,888	\$1,465,140		

The accompanying notes are an integral part of these financial statements.

# ASPIRA ASSOCIATION, INC., NATIONAL OFFICE

## NOTES TO FINANCIAL STATEMENTS

FOR THE YEARS ENDED JUNE 30, 1994 AND 1993

### 1. ORGANIZATION AND PURPOSE.

The ASPIRA Association, Inc., National Office (the "Association"), was incorporated on November 20, 1968 in New York State. The Association was organized to promote the welfare and development of Puerto Ricans and other Latinos in the United States and Puerto Rico. The Association is a non-profit organization.

The principal aim of the Association is to develop and expand the educational and creative opportunities and capabilities of Latinos by establishing the means necessary to motivate and orient Latinos to develop their leadership potential and enter or continue their education in the professional, artistic and technical fields.

The Association has associate organizations in New York, New Jersey, Illinois, Pennsylvania, Puerto Rico, and Florida and an affiliate in Connecticut, the "Associates". The Associates are separate legal entities, and their financial activities are not included in these financial statements.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES.

#### Contributions and Grants

The Association receives funding for its programs from foundations and corporations as well as from Federal grants. Major foundation and corporate support is obtained from the Ford Foundation, Carnegie Corporation of New York, Dewitt Wallace/Readers Digest Fund and Toyota USA Foundation. Federal grant support comes from the U.S. Departments of Health and Human Services and Education and the National Science Foundation.

Contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Revenues related to Federal grants and restricted contributions are recognized to the extent that eligible expenses are incurred. Funds received in excess of expenses are designated for use in future periods and are recorded as deferred support and revenue. The expenditures of grants are restricted to approved budget purposes. The Association subgrants funds to its Associates. The amount of subgranted funds due to Associates at year-end is presented in the accompanying financial statements.

#### Cash

The Association maintains bank accounts in which moneys are pooled for both restricted and unrestricted use. Accountability for cash is maintained by a series of interfund receivables and payables which reflect the cash available to each fund.

#### Cash Equivalents

Cash equivalents consist of certificates of deposit recorded at cost which approximates market. These certificates of deposit have maturities of less than three months.

#### Property and Equipment

Property and equipment is recorded at cost. For financial reporting purposes, depreciation is calculated using the straight-line method and useful lives of five years.

Expenditures for maintenance and repairs are charged to expenses. Betterments and major renewals are capitalized. Upon retirement or sale of assets, the cost of the assets disposed of and the related accumulated depreciation are removed from the accounts, and any resulting gain or loss is credited or charged to income.

#### Reclassifications

Certain prior-year amounts have been reclassified to be consistent with current year presentation. Accordingly, the \$137,584 presented as general and administrative expenses in the 1993 financial statements have been reclassified to program services to be consistent with the treatment in current year financial statements.

**3. PENSION PLAN:**

The Association has a defined contribution pension plan covering salaried employees with at least six months of service. This plan was adopted on January 1, 1988. The Association contributes 5 percent of the participant's compensation. Vesting of the Association's contributions occurs after three years of employment or upon early retirement. Contributions by the Association were \$20,895 in 1994 and \$21,692 in 1993.

**4. INCOME TAXES:**

The Association is exempt from Federal income taxes under provisions of Section 501 (c)(3) of the Internal Revenue Code. The Internal Revenue Service has determined that the Association is a publicly supported entity.

**5. RESTRICTED ENDOWMENT:**

The DeWitt Wallace/Readers Digest Endowment Fund (the "Endowment Fund") is to be maintained as a Restricted Endowment Fund. The principal is to be held in perpetuity under the following conditions:

- Income may be expended for the general programs of the Association, provided, however, that in no event will any of the income be used for fundraising or capital improvement projects.
- The principal of the Endowment Fund may not be transferred to another institution by merger, consolidation, liquidation, or dissolution. In all such events and in the case of bankruptcy or receivership of the Association, the Endowment Fund will revert to Community Funds, Inc. (the third-party custodian which maintained custody of the Endowment Fund prior to remitting it to the Association, in accordance with the terms of the funding document). Community Funds, Inc. will, in turn, consult with the original donor of the Endowment Fund (DeWitt Wallace Fund, Inc.), and designate another beneficiary of the Endowment Fund.

The original carrying value of the Endowment Fund was \$504,825. The Association reports the endowment investment at market value in these financial statements. The market value of the Endowment Fund and the related unrestricted investments was \$619,830 and \$626,796 at June 30, 1994 and 1993, respectively. Investment income and any unrealized gains or losses are recorded as unrestricted other income in the statement of support, revenue, expenses and changes in fund balances.

**6. LEASES:**

The Association leases office space and equipment under lease agreements which expire through 1997.

Minimum lease payments for the years ended June 30 are as follows.

1995	\$ 97,882
1996	51,125
1997	5,348
	\$154,353

Rent expense for the years ended June 30, 1994 and 1993, was \$99,657 and \$97,964, respectively.

**7. RESTRICTED GENERAL AND ADMINISTRATIVE GRANT:**

During 1994, the Association received \$30,000 from a private foundation to assist in the search for a new executive director. The entire amount was expended for this purpose and is included as a general and administrative expense in the restricted fund.

**8. PRIOR YEAR RESTATEMENT:**

In the 1993 financial statements, the amount presented for investments was overstated by \$67,437. Accordingly, the 1993 financial statements have been restated to correct this error, the effect of which reduced the previously reported amounts for investments, fund balance and interest and other income by this amount.

## ASPIRA National Board of Directors

As of February 1, 1995

ASPIRA National Board  
Chair Jaime Santana  
joins with student  
representatives to  
the National Board.



<p>Jaime R. Santana*, <i>Chairperson</i> Attorney-at-Law Jaime R. Santana &amp; Associates Chicago, IL</p> <p>César Batalia*, <i>Vice-Chair for Programs</i> Chairperson, ASPIRA of Connecticut Supervisor, Community Relations Southern Connecticut Gas Co. Bridgeport, CT</p> <p>Daniel Agosto**, <i>Vice-Chair for Personnel</i> Chairperson, ASPIRA of New York Assistant Deputy Comptroller New York Office of State Comptroller Albany, NY</p> <p>Lourdes García*, <i>Vice-Chair for Finance</i> Chairperson, ASPIRA of Illinois Manager of Community Services Mayor's Office of Inquiry and Information Chicago, IL</p> <p>Carlos J. Alma*, <i>Treasurer</i> Chairperson, ASPIRA of New Jersey Senior Systems Auditor BlueCross BlueShield of New Jersey Elizabeth, NJ</p> <p>Nahir Gil*, <i>Secretary</i> Student Representative Miami, FL</p> <p>Helia Alfaro Bou* Chairperson, ASPIRA de Puerto Rico Professor emeritus University of Puerto Rico San Juan, PR</p>	<p>Surey Fuentes* Student Representative Hialeah, FL</p> <p>Dinorah Martinez* Student Representative Canóvanas, PR</p> <p>Elizabeth Mercado* Student Representative Bridgeport, CT</p> <p>Raquel Ortiz Ortiz/Simon Productions Somerville, MA</p> <p>Maria Quiñones* Co-Chairperson, ASPIRA of Pennsylvania Executive Assistant Councilman Angel Ortiz Philadelphia, PA</p> <p>Anibal Ramos* Student Representative Newark, NJ</p> <p>Orlando Rendón* Student Representative Philadelphia, Pennsylvania</p> <p>Tania Rodriguez* Student Representative Chicago, IL</p> <p>Joseph Piñón* Chairperson, ASPIRA of Florida Assistant City Manager City of Miami Miami, FL</p>
<p>*Aspirantes **Executive Committee</p>	

## ASPIRA National Office Staff

As of June 1, 1995

**Ronald Blackburn-Moreno**  
National Executive Director

**Myrna Briganty**  
TOPS Program Assistant

**Nadine Cid**  
Assistant to the Director of Education  
and Federal Affairs

**Hilda Crespo**  
Director of Education and Federal Affairs

**Julia Howell Barros**  
Manager of Parent Leadership Programs

**Birago Jones**  
National Program Assistant

**Joe Luft**  
Executive Consultant

**Cynthia Martlock**  
Assistant for Finance and Administration

**Cruz Ramírez**  
Administrative Consultant

**Violeta Sánchez**  
Manager of Finance and Administration

**Elena Silva**  
Manager, ASPIRA/AmeriCorps

**Christa Stephens**  
National Program Assistant

**Rosie Torres**  
Director of Public Policy

**Candy Vidal**  
Financial Consultant

**Grant Vitale**  
Manager, Youth Leadership and  
Community Service

**Elizabeth Weiser**  
Publications Consultant

**Oscar Zúñiga**  
Manager of School-Community  
Collaboratives

**Executive on Loan**

**Nicole Trimble**  
AmeriCorps Leader

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Sis-Cibé Torres Cordero, Executive Director

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